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AUTHOR Winstead, Annie S.
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ABSTRACT

The manual is intended to help South Carolina school systems administer programs for handicapped and disadvantaged persons enrolled in vocational education programs. The manual focuses on: legal mandates; how students are identified; how students are assessed; the assessment instruments utilized; services that can be provided; how student progress can be charted; and placement requirements. A section on legal mandates notes key requirements of such federal and state laws and regulations as the Carl D. Perkins Act of 1984 and the South Carolina Board of Education Administrative Provisions for Handicapped and Disadvantaged Programs. Identification of students is covered next with information on outreach, referrals, placement, and records. Vocational assessment is discussed in terms of who is responsible, who to assess, when to assess, what to assess, how to assess, use of assessment data, and assessment instruments. Vocational/job training analysis, vocational education services including personnel services and support centers, and monitoring and evaluating student progress are briefly considered. Appended are sample referral, interview, evaluation, and other forms as well as a list of resources (written and audiovisual, and support agencies and personnel). (DB)

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PROCEDURES MANUAL FOR HANDICAPPED AND DISADVANTAGED PROGRAMS

SOUTH CAROLINA DEPARTMENT OF EDUCATION
DR. CHARLIE G. WILLIAMS, STATE SUPERINTENDENT
COLUMBIA, SOUTH CAROLINA

SIDNEY B. COOPER, DEPUTY SUPERINTENDENT
DIVISION OF INSTRUCTION

DR. MOODY OSWALD, DIRECTOR
OFFICE OF VOCATIONAL EDUCATION

DEVELOPED BY:

DR. ANNIE S. WINSTEAD, SUPERVISOR
SPECIAL PROGRAMS
OFFICE OF VOCATIONAL EDUCATION

EA 212 825

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PREFACE

Special thanks is extended to Peggy Singletary for a comprehensive review of the Procedures Manual for Handicapped and Disadvantaged Students. In addition to the review of contents, Mrs. Singletary also provided editorial comments.

Appreciation is also expressed to personnel that work with handicapped and/or disadvantaged students across the state for their review and feedback as to the manual's appropriateness to meeting the needs of programs throughout the state. Local educational and state agency representatives involved with this review were as follows:

1. Dr. Bruce Menchetti
   Greenville County Schools

2. Christie Addy
   Lexington School District One

3. Gloria Butler
   South Carolina School for the Deaf and Blind

4. Eunice Spilliard
   Beaufort-Jasper Career Center

5. Jim Bagnal
   Richland School District One

6. Dr. Suzi Touzel
   Georgetown County School District

7. Dr. Cynthia Flynn
   Office of Programs for Handicapped
   State Department of Education

8. Jeannie Breeden
   Lexington School District Two

9. Jo Lena Rabon
   Lexington School District Five

10. Michael Parkinson
    Berkeley County School District

11. Paula Dana
    Darlington County School District

12. Lucern Melton
    Vocational Rehabilitation State Office

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INTRODUCTION

The purpose of this manual is to serve as a guide to school systems that administer programs for handicapped and disadvantaged persons enrolled in vocational education programs. Many handicapped and disadvantaged students may be considered potential dropouts and identified as "at risk". Consequently, as school systems plan programs to prevent school dropouts and institute dropout recovery activities, programs and services available to handicapped and disadvantaged students through vocational education could become a part of a school-wide strategy.

To facilitate an understanding of program requirements and program features, this manual will focus on the legal mandates; how students are identified; how students are assessed; the assessment instruments utilized; services that can be provided; how student progress can be charted; and placement requirements. Each of the above cited areas represents a significant component of a comprehensive program for effective service delivery to special needs students.

While the information contained in this manual will be helpful in establishing and maintaining services for handicapped and disadvantaged students, it is not the intent that it be prescriptive for every school in the state. Clearly, the Federal requirements will apply to every school district; however, the proposed methodologies for implementation may vary from school to school. Factors such as personnel, facilities, and other resources may determine how each district sets up a program for special needs students *enrolled in vocational education. As the manual is read, notice those aspects that are Federal and State mandates, as well as those that are suggested components and, in some cases, unique program features.

*After the discussion on legal mandates, the term "special needs students" is used to mean both handicapped and disadvantaged populations as well as school dropouts or potential dropouts.

LEGAL MANDATES

The Carl D. Perkins Act of 1984 is Federal legislation which provides setasides for the provision of programs and services to students identified as handicapped or disadvantaged. A substantial part of this section addresses those requirements in addition to State requirements.

I. ***Definition of Handicapped*** - Handicapped, when applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multihandicapped, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance. (F)

   A. How may funds be used to serve handicapped individuals?

      1. A state shall use funds reserved for handicapped individuals only for the Federal share of expenditures that are limited to supplemental or additional staff, equipment, materials, and services that are not provided to other individuals in vocational education and that are essential for handicapped individuals to participate in vocational education. Supplemental, when used to describe services related to vocational education for the handicapped, can best be defined as any service or activity that is not provided for the nonhandicapped population and is essential to the successful participation of handicapped students in vocational education programs. Handicapped students must first receive the full range of programs, services, and activities available to their nonhandicapped peers. Once this has occurred, then set-aside funds may be used for additional staff, instruction, materials, equipment, counseling services, as these special needs are identified by vocational assessment of the student's interest, abilities, and special needs. (F)

      2. If the conditions of handicapped students require a separate program, each state may use funds only for the Federal share of the costs of the services and activities in separate vocational education programs for handicapped individuals which exceed the average per-pupil expenditures for the comparable regular vocational education services and activities of the eligible recipient. (F)

   B. Selected South Carolina Board of Education Administrative Provisions for Handicapped Programs.

      1. Vocational programs for handicapped students shall be coordinated with programs conducted by other State agencies/organizations for handicapped persons, to the maximum extent possible. (F,S)

      2. The first priority for vocational education programs for handicapped students shall be job skills training coupled with supplemental assistance on an individual need basis. (S)

      3. Cooperative training shall be utilized for vocational handicapped students wherever possible and appropriate. (F)

      4. The identification of individuals as "handicapped" and their vocational training shall be conducted in accordance with established State and Federal laws. (F,S)

* (F) denotes Federal requirement and (S) denotes State requirement.

5. School districts are permitted to contract for the service of support persons to assist in specialized education instructional programs supported under P.L. 98-524. (F)

6. To assure compliance with P.L. 94-142, the review process includes that a designated representative of the Office of Handicapped, State Department of Education, recommend approval of each local plan serving handicapped students. (F,S)

7. P.L. 94-142 requires that an Individual Education Program be developed by each LEA for each handicapped student. Programs, services, and activities provided shall be consistent with these individual programs. On-site evaluations performed by Office of Vocational Education staff members will monitor these individual plans and compare actual programs/services/activities provided with those authorized in the approved local plan to assure compliance. (F,S)

8. Programs for serving handicapped students may be offered at all instructional levels to include secondary, postsecondary, and adult. (F)

9. Each school district shall adopt standard procedures for processing referrals of handicapped students for vocational education from any public or private source. (F)

10. An eligible recipient must have the vocational components of the Individualized Education Plan (IEP) on file and available for monitoring. The IEP will indicate adapted or separate vocational education programs. In these cases, an objective must be included in the IEP relative to the adaptation, modification, and/or supplemental support being provided. (S)

II. ***Definition of Disadvantaged*** - Disadvantaged means individuals *(other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency **and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school.** For the purpose of this definition, an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or fails to attain minimal academic competencies may be considered "academically disadvantaged." The definition does not include individuals with learning disabilities. (F)

Limited English proficiency, when used with reference to individuals, means individuals (1) who were not born in the United States or whose native language is a language other than English; (2) who came from environments where a language other than English is dominant; or (3) who are American Indian or Alaskan native students and come from an environment where a language other than English has had a significant impact on their level of English language proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny those individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society. (F)

*A student may not be identified and/or claimed as both handicapped and disadvantaged. If a student meets both sets of criteria, the priority for identification must be handicapped.

A. How may funds be used to serve disadvantaged individuals?

1. A state shall use funds reserved for disadvantaged individuals only for the Federal share of the costs that are limited to supplemental or additional staff, equipment, materials, and services that are not provided to other individuals in vocational education and that are essential for disadvantaged individuals to participate in vocational education. Supplemental, when used to describe services related to vocational education for the disadvantaged, can best be defined as any service or activity that is not provided for the nondisadvantaged population and is essential to the successful participation of disadvantaged students in vocational education programs. Disadvantaged students must first receive the full range of programs, services, and activities available to their nondisadvantaged peers. Once this has occurred, then setaside funds may be used for additional staff, instruction, materials, equipment, counseling services, as these special needs are identified by vocational assessment of the student's interest, abilities, and special needs. (F)

2. If the conditions of disadvantaged students require a separate program, each state may use these funds only for the Federal share of the costs of the services and activities in separate vocational education programs for disadvantaged individuals which exceed the average per-pupil expenditures for the comparable regular vocational education services and activities of the eligible recipient. (F)

3. A state may also use funds of this section to acquire modern machinery and tools, but only for schools at which at least seventy- five percent of the students enrolled are economically disadvantaged. (F)

B. Selected South Carolina State Board of Education Administrative Provisions for Disadvantaged Programs.

1. Vocational programs for disadvantaged students shall be coordinated with programs conducted by other State agencies/organizations for disadvantaged persons, to the maximum extent possible. (F)

2. The first priority for vocational education programs for disadvantaged students shall be job skill training coupled with supplemental assistance on an individual need basis. (S)

3. Cooperative training shall be utilized for vocational disadvantaged students, wherever possible and appropriate. (F)

4. Federal setaside funds may be used for the improvement of vocational education services and activities designed to provide equal access to quality vocational education to disadvantaged individuals, and services and activities which apply the latest technological advances to courses of instruction for disadvantaged individuals. (F)

5. Each eligible recipient must expend a minimum amount of Title II-Part A Disadvantaged Federal funds for vocational education services and activities for limited English proficiency students enrolled in vocational education. The minimum expenditure of Title II-Part A Disadvantaged Federal funds is based on the proportion of limited English proficiency students of the total disadvantaged students enrolled in vocational education in each eligible recipient for the program year preceding the program year for which the allocation of funds is made. (F)

6. Programs for serving disadvantaged students may be offered at all instructional levels to include secondary, post-secondary, and adult. (F)

7. An eligible recipient must have information on file documenting each student's needs, outlining activities to assist these individuals, and measuring individual gains in order to evaluate results. This information must be available for monitoring. (S) This information could also become the Vocational Education Plan (VEP).

III. ***What are the "equal access" provisions that apply to handicapped individuals and disadvantaged individuals?***

A. Each local educational agency that receives an allocation of funds under the Carl D. Perkins Act shall use those funds to provide information to handicapped and disadvantaged students and their parents concerning the opportunities available in vocational education and the requirements for eligibility for enrollment in vocational education programs at least one year before the students enter the grade level in which vocational education programs are first generally available in the State, but in no case later than the beginning of the ninth grade. (F)

B. Each local educational agency described in paragraph (A) of this section shall provide to each handicapped or disadvantaged student that enrolls in a vocational education program -

1. an assessment of the interests, abilities, and special needs of that student with respect to completing successfully the vocational education program;

2. special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs established under paragraph (B)(1) of this section *(Students can receive a variety of supplemental services without leaving the vocational classroom or laboratory. Supplemental services may come directly from the vocational instructor; through the use of special or modified materials, equipment, and facilities; and from special support personnel who come into the classroom to work with the student. Special needs students may have deficiencies which keep them from succeeding in the regular classroom and deny them the ability to keep up with the rest of the class. Their weakness can be in reading, mathematics, and related academic skills, or they can result from a poor information base, mobility problems, or any of the many types of specific handicaps. Behavioral or emotional problems can also interfere with a student's attempt to learn in the classroom setting. In many cases vocational instructors can call upon school personnel for help, or on their own can modify the existing learning environment, the materials, equipment, or facilities.);*

3. guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of those special services; and

4. counseling services designed to facilitate the transition from school to post-school employment and career opportunities. (F)

C. Consistent with the regulations in this part, a local educational agency may use the funds described in paragraph (A) of this section to pay for the cost of services and activities required by paragraph (B)(1) of this section. (F)

IDENTIFICATION OF STUDENTS

Outreach - Consistent with the Carl D. Perkins Act requirement, each local recipient of Federal funds must inform parents and handicapped/disadvantaged students concerning the opportunities available in vocational education and the requirements for eligibility

for enrollment in vocational education programs. The following strategies could be utilized to assure that this message reaches the targeted population:

A. A brochure could be developed for students and parents detailing program offerings, program requirements, and how students can benefit from participation in vocational education. Bulletin boards in public buildings and city/county libraries could also be displayed.

B. Public service announcements could be developed and submitted to school and/or community newspapers and to radio and television stations in the service delivery area. Slide show or video tapes could also be developed.

C. A note to parents could be included in or with the student handbook, school newspapers, or other informational leaflets that are disseminated by the school.

D. Assembly programs sponsored by vocational guidance personnel could impart information related to program offerings.

Attendance supervisors and school social workers may also be resourceful, especially with respect to identifying students who may be "at risk" of dropping out of school. Once successful outreach efforts are undertaken, inquiries about program offerings could be made by parents, teachers, and students, as well as public and/or private agencies, that may be interested in accessing services for students.

Referrals - Students that need assistance could be referred to coordinators of handicapped or disadvantaged programs through a variety of avenues. All referrals should be a part of the overall local plans and procedures for management of programs that serve disadvantaged and handicapped students. A system should be devised so that all secondary personnel in the district are aware of appropriate procedures to follow when referring students to programs, the criteria for programs, and the procedures to be followed once the student is referred. **Sample referral forms are included in Appendix A.**

Placement - A specific placement process is required by Federal and State laws for all pupils prior to enrollment into programs for the handicapped. These requirements include appropriate evaluation for the suspected handicapping condition and staffing by the district's staffing committee for handicapped children as outlined in South Carolina State Board of Education Regulations. Since the Individualized Education Plan (IEP) is often developed during the staffing committee meeting, the involvement of vocational educators is encouraged. The IEP is a tool established to better evaluate and plan for a special needs student under the "Education for All Handicapped Children" P.L. 94-142.

An IEP conference consists of background information, assessment information, and program planning. The first part of the meeting is to review background information concerning the student. This discussion could focus on the student's handicapping condition. The second step is to examine and interpret the assessment done of the special needs student. Usually the assessments are valuable in assisting the staff, parents, and student, if appropriate, to determine the student's needs in the next school year and assess his or her growth during the past year.

The final area of discussion during this conference is program planning. There are three parts to this planning process: a narrative summary of the student's performance, a discussion of annual and short term objectives, and the identification of additional services needed. As a vocational educator, the planning phase could prove to be the beginning of a working relationship with others. Professionals in the school and parents of the special needs students must meet together to discuss the students' educational plans. This may begin the groundwork for discussion on how supportive services could be of assistance in the classroom. **A sample form for completing the vocational component of the IEP is included in Appendix B.**

Records - The records of students could help to determine program eligibility. To determine eligibility for disadvantaged students, information contained in records that

indicate economic status and academic achievement will be important in identifying potential students. (It is important to note that students who are economically disadvantaged and not experiencing academic deficiencies should not be participating in programs for students identified as disadvantaged since such students will not require instructional assistance in order to succeed in vocational education. Students, likewise identified as handicapped who can succeed in regular vocational education programs without assistance, should not be participating in programs for students identified for handicapped students.) The vocational component of the Individualized Education Plan (IEP) or the Vocational Education Plan (VEP), to include short term and/or long term objectives, should be maintained as a part of a student's record during the duration of that student's enrollment in a vocational education course or longer, should the special education or the local district have different requirements. Records will also be important in charting student progress.

VOCATIONAL ASSESSMENT

Once outreach has occurred and the student is identified, the next step in the process is the completion of the assessment procedure. This occurs after identification and a cursory determination is made that additional services are needed in order for students to succeed in vocational education. Assessment can also occur prior to identification for vocational education services, however, if a student has cumulative records that contain such information.

Vocational assessment can be defined as a comprehensive student-centered process conducted over time, which could involve a multidisciplinary team approach, for the purpose of identifying individual characteristics, strengths and weaknesses, education, training, and placement needs. It is an ongoing process that occurs throughout the student's vocational program. Vocational assessment is the collection of data which can be used to make goal setting, programming, and placement decisions more relevant in addressing student needs. This process of data collection provides the student with insight into his or her vocational potential and provides educators the basis for planning a student's vocational program. Succinctly put, the purpose of vocational assessment is to determine (1) vocational goals; (2) skill development objectives; (3) program placements; (4) instructional and behaviorial change strategies; (5) curriculum adaptations/modifications and; (6) support services needs.

Who is Responsible - According to the Carl D. Perkins Vocational Education Act, the local district has the responsibility of providing vocational aptitude, interest, and special needs assessments for all handicapped, educational disadvantaged, economically disadvantaged, and Limited English Proficient (LEP) students who participate in vocational education programs. Federal vocational funds may be used toward the cost of vocational assessment when the assessment meets the excess cost requirements. Vocational education personnel should coordinate the purchase of vocational assessment instruments in consultation with special education personnel, especially since some assessment instruments may serve both academically disadvantaged and handicapped students.

Who to Assess - All handicapped and disadvantaged students who have made a decision to enroll and/or who currently participate in vocational education programs must have an assessment of their vocational interests, aptitudes and special needs.

Handicapped - Vocational education assessment of handicapped students in terms of vocational goals, and instructional and behavioral change strategies may already be a part of the IEP prior to consideration of vocational education skilled training or other vocational programs. In this case, coordination of records between special education and vocational education would be essential to meeting the assessment requirement. The only remaining need would be that of the development of short term and/or long term skill development goals as well as decision about placement.

Disadvantaged - Students identified as educationally disadvantaged, economically disadvantaged, or Limited English Proficient (LEP) who are interested in vocational education programs should also be vocationally assessed.

When to Assess - Vocational assessment is an on-going process that can occur throughout a student's participation in vocational programs. Guidelines for determining when to conduct the vocational assessment include the following:

A. A student entering vocational programs during the seventh or eighth grades should have a basic vocational assessment during the first year of participation in the vocational program. Special needs students should be assessed for vocational interest, aptitude, and special needs.

B. A student who has made a decision to enter a vocational program in high school should be vocationally assessed during the year prior to entry into a vocational program.

C. For those students who participate in vocational programs at the seventh and eighth grade level but do not enroll in vocational programs until the tenth, eleventh, or twelth grade in high school, additional vocational assessment to update records may be necessary during the year prior to entry into vocational education at the high school level.

D. Further assessment may occur during participation in vocational programs, as the vocational teacher observes student behaviors in pre-vocational or industrial technology courses.

In response to a question regarding when the assessment should be conducted, the U.S. Department of Education offered the following response: The U.S. Department of Education interprets the term "enrolls", Section 204 (c), to mean the process of enrollment which should include the required assessment of the individual student as a part of the process. Therefore, it would be allowable to use funds to support assessment prior to enrollment. The Act does not specify a grade level for conducting the assessments, but since one of the main purposes is to ensure appropriate placement in a vocational program, it is logical that the assessment would take place during the enrollment decision-making process.

What to Assess - To accomplish long-range planning and appropriate vocational placement and instruction, the student's strengths and weaknesses, interests, abilities, and aptitudes must be determined. Areas of assessment may include, but are not limited to, the following:

- *Basic Skills*: Reading comprehension, spelling, grammar, functional math, measurement, money handling.
- *Learning Style*: Visual/auditory style, individual/group approach, silence/sound, etc. Learning style is defined as the conditions under which difficult information and skills can be retained and understood. This definition may include environmental elements, emotional elements, sociological elements, physical elements, psychological elements.
- *Vocational Skills and Aptitudes*: Use of tools, materials, and equipment, general potential for work.
- *Career Awareness and Interest*: Knowledge of jobs, expressed interests, observed interests.
- *Behavior*: Worker characteristcs and habits, job seeking skills, job keeping skills.
- *Sensory and Motor Skills*: Dexterity, coordination, strength, mobility, range of motion, visual acuity, auditory acuity. (Students identified as disadvantaged may not require assessment in this area.)

How to Assess - The following model for assessment for special needs students is designed to provide a logical sequence of data collection. The district may choose to use this model with suggested forms or may develop its own process for vocational assessment of students.

A. *Basic Vocational Assessment (Level I)* - Level I is designed to provide a summary of pre-existing information about a student's abilities and level of functioning, interests, and other pertinent facts. This level of assessment requires data collection and interpretation rather than additional testing. Cumulative files and transcripts will contain much of the Level I data for disadvantaged students. Special education data is available from the student's individualized education plan. Consideration should be given to these data as the vocational education component of the vocational education plan is developed.

1. *Cumulative records and transcripts* and/or other forms of permanent records should be reviewed to obtain data to build a student profile. Cumulative records will usually provide grades, group achievement and/or other test data, including psychological test results, attendance, discipline records, and medical/health records. Vocational education performance data for educationally disadvantaged and Limited English Proficiency students will be available from achievement test scores (e.g., math, reading, writing, composition). Scores from the Comprehensive Test of Basic Skills (CTBS) should provide adequate data. **A suggested form for recording student profile data into a vocational education plan is provided in Appendix C.**

2. *Special education data*. A handicapped student being considered for vocational placement should have assessment to determine that student's eligibility and specific need for special education services. To some extent, the base line data for vocational assessment may have already been completed by special education personnel. Special education vocational assessment data may be found in the student's IEP folder.

3. Interviews or other methods of gathering data may be used to obtain information from the student, parent, and teacher.

   - *Informal interview* with the student. The student could be interviewed to determine his or her interest in vocational education and social competence or adaptive behavior related to performance in vocational education. A teacher or counselor who has good rapport with the student may conduct this part of the assessment. **A sample student interview form is included in Appendix D.**

   - *Information conference or interview* with the student's parents. Parents could be interviewed to determine their career expectations for the student and to discuss their perceptions of the student's social competence or adaptive behavior as it relates to performance in vocational education.

   - *Teacher interview*. Former teachers could be interviewed to collect information related to personal characteristics and interpersonal skills. (The teachers may be vocational teachers at the junior high school level or may be any teacher familiar with the individual student.) In addition, a review of student behaviors by teachers and/or counselors may be beneficial. **A sample teacher interview form is included in Appendix E.**

B. *Basic Vocational Assessment (Level II)* - The Level II assessment could include the collection of data related to the individual student's vocational interests, aptitudes,and special needs. The objective of this assessment is to collect and interpret additional information beyond that which is provided under Basic Vocational Assessment (Level I) about a student's vocational interest, ability and aptitude, including vocational awareness and work-related behaviors. A list of

curriculum based and commercially produced assessment instruments is available for use —these are discussed later. Obviously, not all instruments should be administered to each student, if a single test provides adequate information for planning purposes.

1. Vocational interest assessment is a measure which assesses a student's preferences for activities or topics. Responses are sometimes analyzed by comparing student responses with the responses of people in a particular occupation. This type of test may require the student to look at pictures or it may be in a written format.

2. Vocational aptitude assessment is a measure of a student's ability to profit from training or experience in an occupation or skill. The test may be of the paper/pencil type or it may require performance tasks. Vocational aptitude information is essential in planning an appropriate vocational placement for special needs students. Aptitude could also include such things as manual dexterity, special ability, eye-hand coordination, physical strength, perceptual abilities, and physical attributes.

C. *Selection of Vocational Assessment Instruments* - A representative list of assessment instruments for use with the handicapped, educationally disadvantaged, economically disadvantaged, and LEP students as earlier stated is available for use. Some assessment instruments may be appropriate for single student populations and others for all student populations. Assessment instruments vary within the following group: (1) interest inventories--either pencil/paper or picture (for nonreaders), (2) aptitude--either pencil/paper or performance, (3) combination aptitude and interest. Some assessment instruments have computer--generated tests/reports while other instruments must be hand scored and reports written by qualified personnel. Some assessment instruments must be given to individual students while others may be administered to groups of students. Qualifications and numbers of personnel and adminstration time should be considered when selecting vocational assessment instruments. Other considerations include cost; number of students that can be served; what information will the product provide; reading level of the assessment tool.

D. *Student Populations and Instruments*

- Economically disadvantaged students who are not behind educationally may receive support in the form of a work study program. If these students have average reading skills, they will be able to handle pencil/paper assessments as well as other types of assessments.

- Educationally disadvantaged students typically have reading problems and other educationally related deficiencies. These students will need support in the form of program modifications, instructional support, remedial or tutorial services, and/or career guidance. Since reading skills are lacking, this should be taken into account in the selection of an assessment tool.

E. *Limited English Proficient students* have communication problems. These students may need support in vocational programs in the form of a modified program, adapted curriculum, or special assistance such as interpreter and/or tutorial services. The assessment instruments should either be available to the LEP student in his/her native language, require no reading, or when necessary be administered with the assistance of bilingual school personnel or community members who will translate the instrument for the student.

F. *Handicapped students* have a variety of handicapping conditions and various methods of assessment may be used. A variety of vocational assessment instruments are available to vocationally assess handicapped students. Vocational educators and special education personnel should work jointly in

utilizing all available resources in conducting assessments for handicapped student populations.

G. *Additional Vocational Assessment (Level III)* - Level III comprehensive vocational evaluation is conducted when the school personnel cannot identify long-range goals or place a student in a vocational program based on the information gathered from the first two levels of assessment. Additional data is then needed to make a decision regarding appropriate vocational planning and/or placement of the student. The additional assessment may include observation of exploratory experiences in a series of vocational classroom and/or work samples.

1. *Work Samples.* The work sample method of evaluation uses a simulation of an occupational task, business operation, or a component of an occupation area. Work samples may be taken directly from a job and represent the actual work process, including the equipment and tools of the area and also the duties of the job. By using this method, the evaluator has the opportunity to test for particular capabilities while the student directly experiences some aspects of an occupation. Work sample systems may be purchased; some can be tailor-made to match the needs of individual schools. Some work samples are individually administered while others are available for small group administration. Work samples vary in the amount and type of training needed by school personnel who will administer them. Some constraints to be considered are space requirements, scheduling, staff assignments, and cost of equipment. Locally developed work samples may be used which directly relate to vocational programs available in the district and employment opportunities in the community. Some constraints on locally developed work samples are the amount of time required to develop them, the lack of standardized administration and scoring techniques, and the validity of the newly developed assessment instrument.

2. *Observation of exploratory experiences.* A district may choose, as one method of assessment, observation through exploratory vocational experiences. This exploration may take place in a classroom, on campus, or at a training site in the community. Careful planning is necessary to design a process for observation of exploratory experiences and evaluation of the student's work behaviors. Several types of settings that may be used for these exploratory experiences are as follows:

   a. Special education classes may be designed, incorporating a simulated vocational readiness exploratory setting, to allow implementation of assessment as an integral part of the curriculum.

   b. On-campus exploratory experiences may be designed to allow student to have job experiences on a trial basis in a school setting. Close supervision and observation by special qualified education personnel to assist in the collection of data will be necessary when these experiences are to be used as part of a vocational assessment.

   c. Vocational education classes at the junior high school level including industrial technology and prevocational education may be used for observation and evaluation in the classroom setting. Vocational teachers may provide information as part of teacher observation. In-depth observation and evaluation of student work habits, behaviors, and skills may be assessed by qualified education personnel trained in observation and evaluation techniques.

   d. Vocational education facilities at the secondary level may be used, with approval from vocational personnel, for observation and evaluation as a part of the total assessment process. The following

requirements should be met in this cooperative effort between vocational education and special education personnel when handicapped students are involved:

- Both vocational teacher and special education evaluation personnel should be present in the vocational laboratory.
- Students should not be allowed to use the equipment unless they have passed the appropriate safety tests.
- Time should be allowed for each student in this evaluation setting.

Use of Data - In summary, information obtained from vocational assesment may be used in the following ways:

- to determine appropriate vocational goals program placement
- to determine eligibility for special services
- to determine the remedial needs in the basic skill areas
- to identify need for modified instructional materials and for behaviorial change strategies
- to identify the need for other support services, including adaptations of curriculum, methods of instruction, equipment, and facilities
- to provide a data base for guidance and counseling and career development activities for individual students.

Assessment Instruments - Assessment instruments and strategies are available to assist local educators in planning appropriate programs for disadvantaged and handicapped students. These instruments and strategies can be either curriculum- based (school based) or more general work traits, aptitudes, or behaviors. For the purposes of this discussion, curriculum-based vocational assessment is a method of vocational assessment that employs the use of work samples which provide a snapshot of each course requirement. Students are administered these work samples as a part of the process to determine their entry-level skills and prospects for success once placed in a given vocational education program. There are companies that have available for purchase packaged work sample kits for some vocational programs. Some schools/agencies, however, develop their own work samples, with products from school and/or small item purchases from local merchants. Commercially available vocational assessments are assessment instruments that are packaged and on the market for purchase. These instruments provide vocational assessments in a variety of general areas, including aptitudes, interests, vocational capacity, enabling skills, and work samples. Once an evaluation of several products and approaches has been conducted, then more informed decisions can be made about the best product for a given school district. A district should exercise judgement and caution in selecting an instrument appropriate for its student population.

VOCATIONAL/JOB TRAINING ANALYSIS

An essential step in determining student needs is acquiring an understanding of each vocational course offered within a school. Once vocational assessment data for each student has been analyzed, these data should then be correlated to the individual course requirements, as determined by vocational training analyses for each course.

An analysis of a course or program should evolve around the vocational teacher of the course being analyzed, since the teacher would be the best source for program content information. As a result, the vocational education teacher then becomes a part of the comprehensive plan for tailoring programs to meet the needs of special needs students. **Two examples of forms that can be used or adapted for use in conducting a course or program analyses are contained in Appendix F.**

The special needs coordinator, vocational resource teacher, or special educator may be involved in initiating the gathering of information, as well as coordinating this activity. The involvement of persons who work with special needs populations would be essential to making the task of job training analysis thorough and meaningful. Staff members who conduct assessments, provide support services, and/or provide instructional programs are important personnel to be considered as vocational and job training analysis is undertaken.

VOCATIONAL EDUCATION SERVICES

Vocational education support services should be provided and be consistent with the needs uncovered through assessment and vocational training analysis. In this connection, two major areas that will be discussed are personnel services and the learning lab.

Personnel Services - Many school personnel and students, as well as people outside the public school system, have specific competencies to assist special needs students and their vocational instructors within the vocational classroom. This assistance can be provided through **additional supervision, instruction, remediation,** and **evaluation**. Suggested personnel and job duties are provided below:

Vocational Special Needs Coordinator - To facilitate the assessment and coordination of services, local agencies may identify a "vocational special needs coordinator" and support such a position, part or full-time, with available federal and/or local funds. The following duties could be performed by the special needs coordinator:

Support Functions

- identification or coordination of identification of handicapped, disadvantaged and limited English proficient students;
- assessment or coordination of assessment of special needs students;
- planning and coordination of support services for special needs students;
- provision of inservice activities for vocational education staff, special education staff, remedial staff, counselors and administrators;
- consultation with vocational education staff;
- provision of inservice activities for paraprofessionals, tutors, etc.;
- identification/development of special instructional materials and/or adaptation of existing vocational materials;
- liaison among vocational education staff, special education staff, remedial staff and counselors pertaining to the needs of individual students;
- articulation with postsecondary special needs coordinator(s);
- collaboration with other agencies providing services to special needs population students; and
- coordination of special placement/transition services for handicapped, disadvantaged and limited English proficient students;
- knowledge of vocational education programs and practices;
- demonstrated ability to work with special education students and staff; and
- the ability to coordinate both human and material resources in a school/district.

- the ability to coordinate both human and material resources in a school/district.

Suggested Personnel
- a vocational special needs coordinator should have background in these areas: vocational education, special education, guidance/counseling, or administration.

In-Class Supplemental Personnel - In-class supplemental personnel, including tutors and additional staff, should possess specific competencies, including: (1) understanding and ability to work with the individual student with regard to the student's capabilities as well as the student's limitations or special needs, (2) adequate knowledge of specific content areas in which the student needs remediation or hands-on instruction.

Following are four types of in-class supplemental personnel:

Support Teachers

Support Functions
- provide additional supervision, instruction, remediation, hands-on experience, and evaluation, within a single classroom or across classrooms;
- administer all or part of the vocational assessments;
- provide special or individualized assistance to students during class, lab, or during other available time; and
- provide instruction in career awareness and job readiness areas under the supervision of qualified guidance and counseling staff.

Suggested Personnel
- certified vocational instructors
- special education staff

Tutors

Support Functions
- provide additional supervision, instruction, remediation, hands-on experience, and
- evaluation;
- assist students during regularly scheduled class or lab time, before or after the program's time block, or during the student's free time;
- serve as readers, interpreters, etc.

Suggested Personnel
- vocational instructors
- vocational special needs tutors
- special services/education staff
- remedial reading teachers
- academic teachers
- resource room specialists
- outside community volunteers
- vocational youth organizations
- teacher aides
- trade advisory committee members
- retired teachers
- senior citizens
- student teachers (vocational, special education, academic areas)
- Job Training Partnership Act (JTPA) employees vocational students

Lab Assistants

Support Functions
- take responsibility for routine lab maintenance;
- provide one-to-one or small-group instruction with specific course materials; and
- work during regular class or shop hours, by special arrangement, or before or after school hours.

Suggested Personnel
- teacher aides
- JTPA employees
- vocational students

Student Aides

Support Functions
- aid student in mobility functions;
- assist in communication functions;
- assist during regularly scheduled class and lab times.

Suggested Personnel
- work-study students
- vocational students

Guidance and Counseling Services

Support Functions
- administer and/or supervise the administration of vocational assessment of the handicapped and disadvantaged students;
- interpret the results of the vocational assessment and make recommendations for support services needed by the handicapped and disadvantaged;
- provide and/or supervise guidance, counseling, and career development activities for handicapped and disadvantaged students which are designed to facilitate the transition from school to post-secondary training or to post-school employment and career opportunities;
- review vocational assessment data for handicapped students and in cooperation with special education personnel recommend appropriate vocational program placement for handicapped students;
- participate as a member of the IEP or VEP committee when placing the handicapped and disadvantaged student into a vocational education program and in developing the Individualized Education Plan or the Vocational Education Plan.

Suggested Personnel
- guidance counselors
- career education specialists
- special needs coordinator
- vocational education teacher
- school social worker

Learning Lab/Resource Center - A learning lab may be developed to house materials and other resources and to provide the setting for vocational assessment and instruction for students with special needs. It should be developed to provide the special services needed by students with special needs to participate in vocational programs. A learning lab should have hardware and software to be used for remedial and/or repetitive

instruction. The lab could include personnel who function as support persons for handicapped and disadvantaged students. Duties assigned to support personnel might include (1) checking student records, (2) serving as channel of communication between vocational instructor and home school special education teacher, (3) administering tests orally, (4) providing tutorial assistance for students, (5) scheduling lab time for students to practice on equipment, (6) adapting equipment, curriculum, instruction, and facilities, (7) developing audio-visual materials, (8) assisting in determining the special needs of students and (9) coordinating services with appropriate school personnel.

The vocational lab should be located in close proximity to the vocational facilities but be separate from an actual vocational class. The lab may house fixtures and equipment including but not limited to:

desks
study carousels
tape recorders
computers
software for repetitive instruction
individualized audiovisual equipment and software
specialized instructional equipment/materials
calculators
tools

Specialized equipment and materials should be available for use in remedial instruction. Although equipment and materials are necessary, additional personnel are essential and provide the key to provision of support to students in vocational programs.

MONITORING AND EVALUATING STUDENT PROGRESS

Evaluation efforts should be specific enough to measure how well program objectives have been achieved, and should relate back to individual student needs, as well as to the extent to which these needs have been met. Services outlined for students in their Individualized Education Plan (IEP) or Vocational Education Plan (VEP) should periodically be reviewed and modified as needed during the years of a student's enrollment in vocational education. Where weaknesses are evidenced, this should be communicated to appropriate school personnel for assistance. Examples of evaluation and monitoring instruments are provided in Appendix G. The ultimate success of programs for special needs students, however, is the transitional services provided to students and should include some attention to transition from school to work, especially when the high school program is completed.

Providing disadvantaged and handicapped students with employment opportunities is an important element of a comprehensive program of service delivery when evaluating student success. Concentrated attention by all personnel involved with students will need to be focused on this subject. One of the first considerations requires a look at job development activities, wherein placement prospects are surveyed in the geographic service area of a school district. Once these employment prospects are identified, appropriate steps should be taken to match students with jobs and/or on the job experiences that appear to create the best opportunity for employment success.

For some handicapped students, on the job experiences may require time limited services such as follow along or job coaching to facilitate job success. Consequently, for students who are severely disabled, a broad variety of experiences needs to be provided during the school years in order to make job placement, without concomitant services, a realistic goal.

CONCLUSION

This manual provides some focus for the structure of disadvantaged and handicapped programs in South Carolina. As earlier stated, these programs can also be geared toward students who are potential dropouts or have dropped out of school. Except for areas where Federal and/or State policies are cited, however, the manual is not intended to mandate a specific manner in which programs are to be set up in a local school system.

Based upon school enrollment and resources (funds, facilities, personnel, etc.), the method of service delivery may vary somewhat. There are various program designs that have been set up across the state, however, that could provide insight into the conceptualization of viable programs for handicapped and disadvantaged populations enrolled in vocational education. Some of these programs include:

1. Greenville County Schools
   301 Camperdown, Box 2848
   Greenville, SC 29602
   Contact: Dr. Bruce Menchetti
   Telephone: 242-6450

2. Richland School District I
   3560 Lynhaven Drive
   Columbia, SC 2204
   Contact: Jim Bagnal
   Telephone: 786-5600

3. Lexington School District One
   Lexington Area Vocational Center
   2421 Augusta Highway
   Lexington, SC 29072
   Contact: Christie Addy
   Telephone: 359-4151

4. Georgetown County School District
   Georgetown County Career Center
   P.O. Box 720
   Georgetown, SC 29442
   Contact: Dr. Suzi Touzel
   Telephone: 527-3411

5. York School District One
   Floyd D. Johnson Vocational Center
   Highway 321 South
   York, SC 29745
   Contact: John T. Morrison
   Telephone: 726-8107

6. South Carolina School for the Deaf and Blind
   Cedar Springs Station
   Spartanburg, SC 29302
   Contact: Yvonne Howze or Gloria Butler
   Telephone: 585-7711

7. Beaufort-Jasper Career Center
   Route 1, Box 127
   Ridgeland, SC 29936
   Contact: Eunice Spilliard
   Telephone: 726-8107

Personnel within the State Department of Education, Office of Vocational Education, are also available to provide technical assistance. You may write to the South Carolina Department of Education, Office of Vocational Education, at the following address:

Supervisor of Special Programs
1429 Senate Street
Columbia, South Carolina 29201
or
Telephone: 734-8452

APPENDICES

The forms in the appendices are provided to serve as guides only and should be modified as required to meet individual school needs.

Appendix A: Student Referral Forms

The student referral forms may be utilized to indicate to appropriate support personnel the need for assistance in meeting the instructional needs of a student.

Appendix B: Individualized Vocational Plan

This form may be used to describe the vocational services that can be provided to assist the student in successfully completing the vocational education course or program.

Appendix C: Career Development Plan (CDP)

The career development plan may be utilized to keep a record of student needs and recommended strategies for meeting those needs. This plan should follow the student throughout the vocational education program and should be updated periodically. The first attachment under Appendix C can be used for either disadvantaged or handicapped students. The second attachment is more tailored to the handicapped population and will rely heavily upon information from the special education teacher whose assistance should be sought in completing the instrument. The flowchart depicts a process for using the CDP to make placement decisions and to plan supplemental services for handicapped students. Please note that a multi-disciplinary approach is part of this process with representatives from special education, vocational education, and school administration taking part in decision making. A similar process could be developed for disadvantaged students.

Appendix D: Sample Student Interview Form

The interview form may be utilized to determine a student's interest in vocational education and social competence or adapted behavior related to performance in vocational education.

Appendix E: Teacher Interview Form

The interview form may be utilized to collect information from a teacher related to a student's personal characteristics and interpersonal skills.

Appendix F: Training Analysis Forms

These forms may provide an understanding of the requirements of each vocational education course with respect to meeting the needs of special needs populations.

Appendix G: Evaluation Forms

These forms may be utilized to chart a student's progress in a vocational course or program. Where weaknesses or strengths are evidenced, these could be reflected on this form.

Appendix H: Resources

The Resources Section contains the following: (1) Bibliographic references, (2) Suggested Sources of Materials, (3) Listing of Support Agencies.

Appendix A

Student Referral Form
Vocational Education

Student's Name: _____ Grade: _____ Date: _____

School: _____

Person Initiating the Referral: _____

Title: _____

Please Specify the Reason for this Referral: _____

_____

_____

_____

_____

_____

_____

_____

_____

Special Services Presently Received: _____

_____

Received By: _____ Title: _____ Date: _____

Action Taken:

Adapted from Evans, R. N., L. Albright, and J. Fabac. **Procedures for Identifying Students with Special Needs** (Urbana-Champaign, Illinois: University of Illinois, Bureau of Educational Research, 1978).

Disadvantaged Learner Referral Form

Directions: Please complete as much of the information below as possible. Sources of information to be used in completing this form include: pupil school records, classroom observations, and individual counseling with the student.

Student's Name: _____ Grade:_____ Referral Date: _____

Address: _____ Sex:_____ Birthdate: _____

Age:_____

Reason for Referral Action: _____

_____

_____

Parents: Father's Name: _____

Address: _____ Telephone: _____

Mother's Name: _____

Address: _____ Telephone: _____

Guardian's Name: _____ Relationship: _____

Address: _____ Telephone: _____

Employment: Father: _____

(occupation and place of employment) Mother: _____

Guardian: _____

Parents Contacted: _____Yes _____ No

Student Employment Goals: _____

_____

Special Services Being Received: _____

_____

Received By:_____ (Title):_____ (Date): _____

Action Taken:

Adapted from Phelps, L. A. **Instructional Development for Special Needs Learners: An Inservice Resource Guide** (Urbana-Champaign, Illinois: University of Illinois, Department of Vocational and Technical Education, 1975).

Name _____ Date of Birth _____ Home School _____ Home School Teacher _____

Vocational Education Class _____ Grade _____ Vocational Education Teacher _____

Date	Strengths/Learning Styles	Weakness/Needs	Goals	Comments

Appendix A Continued

Appendix B

Individualized Vocational Plan

Student's Name: _____ Initial Team Planning Date _____

Completed by: _____ Date for Team Review/Revision _____

Title: _____

Present Level(s) of Performance

Academic:

Personal-Social:

Prevocational/Vocational:

Annual Goals

Objectives, Criteria, Evaluation, and Schedule

Short-Term Objectives	Criteria	Evaluation/Schedule

Services/Assistance to be Provided for Current Year

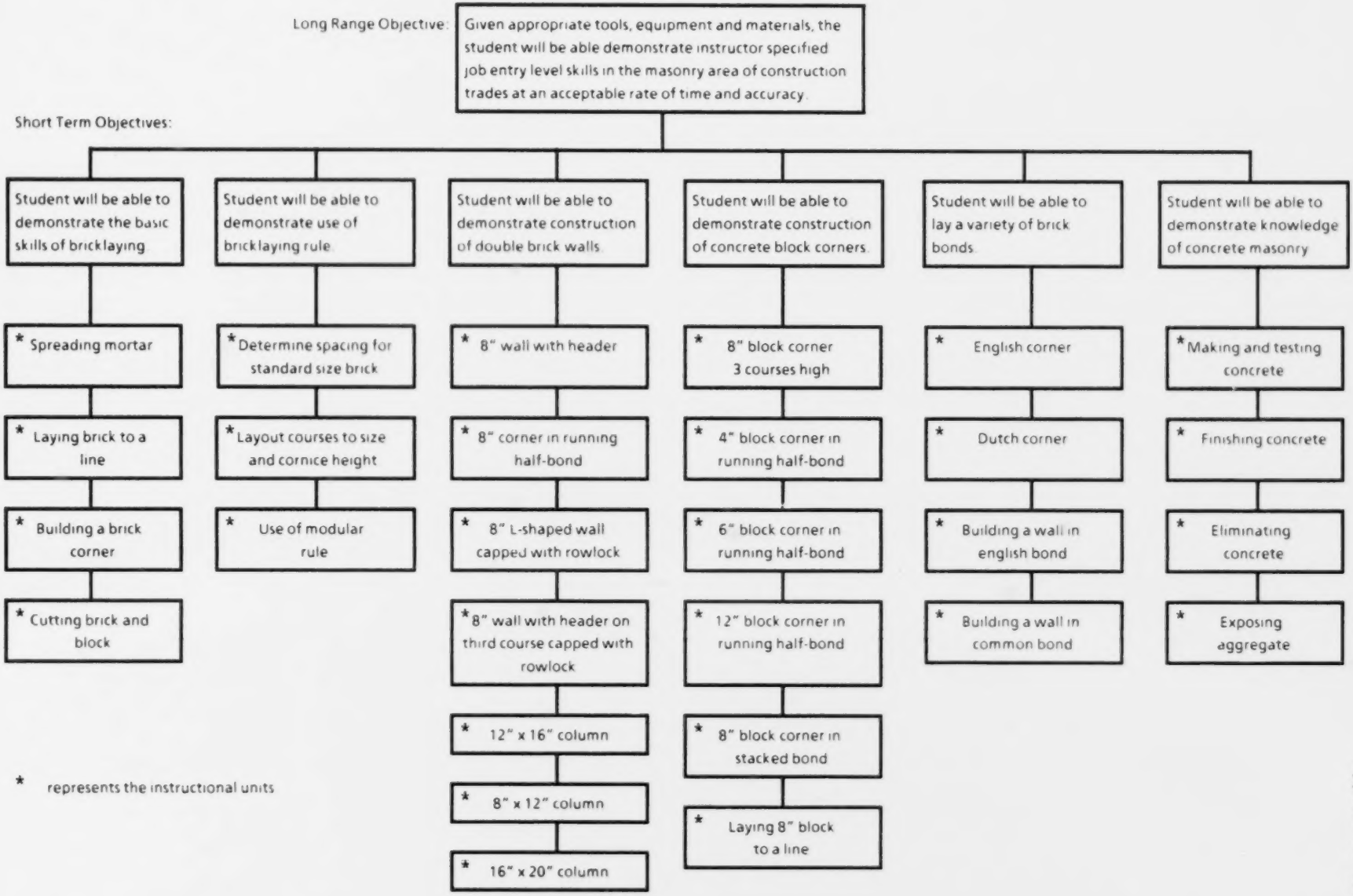
Type	Date Services Begin	Duration

Team Members' Signatures:

NAME	TITLE

Adapted from Evans, R.N., L. Albright. Preparing an Individualized Vocational Plan. (Urbana-Champaign, Illinois: University of Illinois, Bureau of Educational Research, 1978).

CURRICULUM FRAMEWORK FOR MASONRY PROGRAM


Long Range Objective:
Given appropriate tools, equipment and materials, the student will be able demonstrate instructor specified job entry level skills in the masonry area of construction trades at an acceptable rate of time and accuracy.
Short Term Objectives:
Student will be able to demonstrate the basic skills of bricklaying
* Spreading mortar
* Laying brick to a line
* Building a brick corner
* Cutting brick and block
Student will be able to demonstrate use of bricklaying rule.
*Determine spacing for standard size brick
*Layout courses to size and cornice height
* Use of modular rule
Student will be able to demonstrate construction of double brick walls
* 8" wall with header
* 8" corner in running half-bond
* 8" L-shaped wall capped with rowlock
*8" wall with header on third course capped with rowlock
* 12" x 16" column
* 8" x 12" column
* 16" x 20" column
Student will be able to demonstrate construction of concrete block corners.
* 8" block corner 3 courses high
* 4" block corner in running half-bond
* 6" block corner in running half-bond
* 12" block corner in running half-bond
* 8" block corner in stacked bond
* Laying 8" block to a line
Student will be able to lay a variety of brick bonds.
* English corner
* Dutch corner
* Building a wall in english bond
* Building a wall in common bond
Student will be able to demonstrate knowledge of concrete masonry
*Making and testing concrete
* Finishing concrete
* Eliminating concrete
* Exposing aggregate
* represents the instructional units

Source: Scott, John L. and Sarkees, Michelle D. Vocational Special Needs: Preparing T & I Teachers, American Technical Publishers, Inc., 1982.

Part I

Appendix C

Career Development Plan
For Disadvantaged and Handicapped Students

Name _____ Birthdate _____ Age _____

Grade _____ Social Security Number _____ Sex _____

School: Middle or Junior High School _____

High School _____

Handicapped Classification: _____ Date Certified _____

Disadvantaged Classification: _____ Academic _____ Economic _____ LEP _____

List standards used for Economic Classification: _____

Part II

Academic Information
(To be completed for both Disadvantaged and Handicapped students.)

Achievement Test:

Name of Test(s) _____ Score (Percentile) _____ Date Administered _____

Reading Grade Level _____ Math Grade Level _____

Strengths _____ Weaknesses _____

_____ _____

_____ _____

Overall Grade Point Average _____ Other _____

Part III

Information on Student's Learning Style

Preferred Learning Style: _____ Auditory _____ Visual

Preferred Mode of Expression: _____ Written _____ Verbal

Preferred Learning Environment: _____ Group _____ Individual

Other Information: _____

_____

Part IV

Career Development Plan
For Disadvantaged and Handicapped Students

Vocational Interest

Interest Determined By: Test _____ Interview With Counselor _____ Observation _____

Highest Interest: Lowest Interest:

_____ _____

_____ _____

_____ _____

Part V

Vocational Aptitudes

Tests Administered _____ **Date** _____

Student shows highest potential for success in the following occupational areas:

_____

_____

_____

Student shows lowest potential for success in the following occupational areas:

_____

_____

_____

Student's Expressed Interests: _____

Part VI

Career Development Plan
For Disadvantaged and Handicapped Students

Recommendations For Vocational Placement and Supplemental Services During Vocational Program Placement: _____

Supplemental Services Needed: (Supplemental services must be determined by an assessment of the student's interest, abilities and special needs.)

Supplemental Services Needed	Methods	Person Responsible

Other Resources Needed: _____

_____

_____

Part VII

Signatures

Principal _____ **Counselor** _____

Vocational Teacher _____ **Vocational Support Personnel** _____

Special Education Teacher _____ **Parent or Guardian** _____

Date Completed _____ **Date Revised** _____

Adapted from the North Carolina Department of Public Instruction Instrument, Special Needs Unit, Office of Vocational Education.

Career Development Plan For Handicapped Students

Part I

Name _____ **Birthdate** _____ **Age** _____

Grade _____ **Social Security Number** _____ **Sex** _____

School: **Middle School** _____

High School _____

Handicapped Classification: _____ **Date Certified** _____

Part II

Academic Information

Achievement Test:

Name of Test(s) _____ Date Administered _____

Reading Grade Level _____ Math Grade Level _____

Strengths _____ Weaknesses _____

_____ _____

_____ _____

Overall Grade Point Average _____ **Other** _____

Part III

Analysis of Student's Learning Style

Preferred Learning Style: _____ **Auditory** _____ **Visual**

Preferred Mode of Expression: _____ **Written** _____ **Verbal**

Preferred Learning Environment: _____ **Group** _____ **Individual**

Other Information: _____

_____

_____

_____

Part IV

Vocational Interest Information

Interest Determined By: **Test** _____ **Interview With Counselor** _____ **Observation** _____

Highest Interest:

_____

_____

_____

Lowest Interest:

_____

_____

_____

Analysis of Vocational Aptitudes

Based on your observation of this student's behavior, please rate the following vocational aptitudes.

	Poor		Average		Superior
1. Following written instruction	1	2	3	4	5
2. Following oral instruction	1	2	3	4	5
3. Manual dexterity (handling small parts)	1	2	3	4	5
4. Eye-hand coordination	1	2	3	4	5
5. Use of small tools	1	2	3	4	5
6. Social interaction skills	1	2	3	4	5
7. Accepting supervision	1	2	3	4	5
8. Accuracy of work	1	2	3	4	5
9. Speed of work	1	2	3	4	5
10. Motivation to work	1	2	3	4	5

Part VI

Recommendations For Vocational Placement And Supplemental Services

Vocational Program Placement:

_____

Supplemental Services Needed: (Supplemental services must be determined by an assessment of the student's interest, abilities and special needs.)

Supplemental Services Needed	Methods	Person Responsible

Other Resources Needed: _____

_____

Part VII

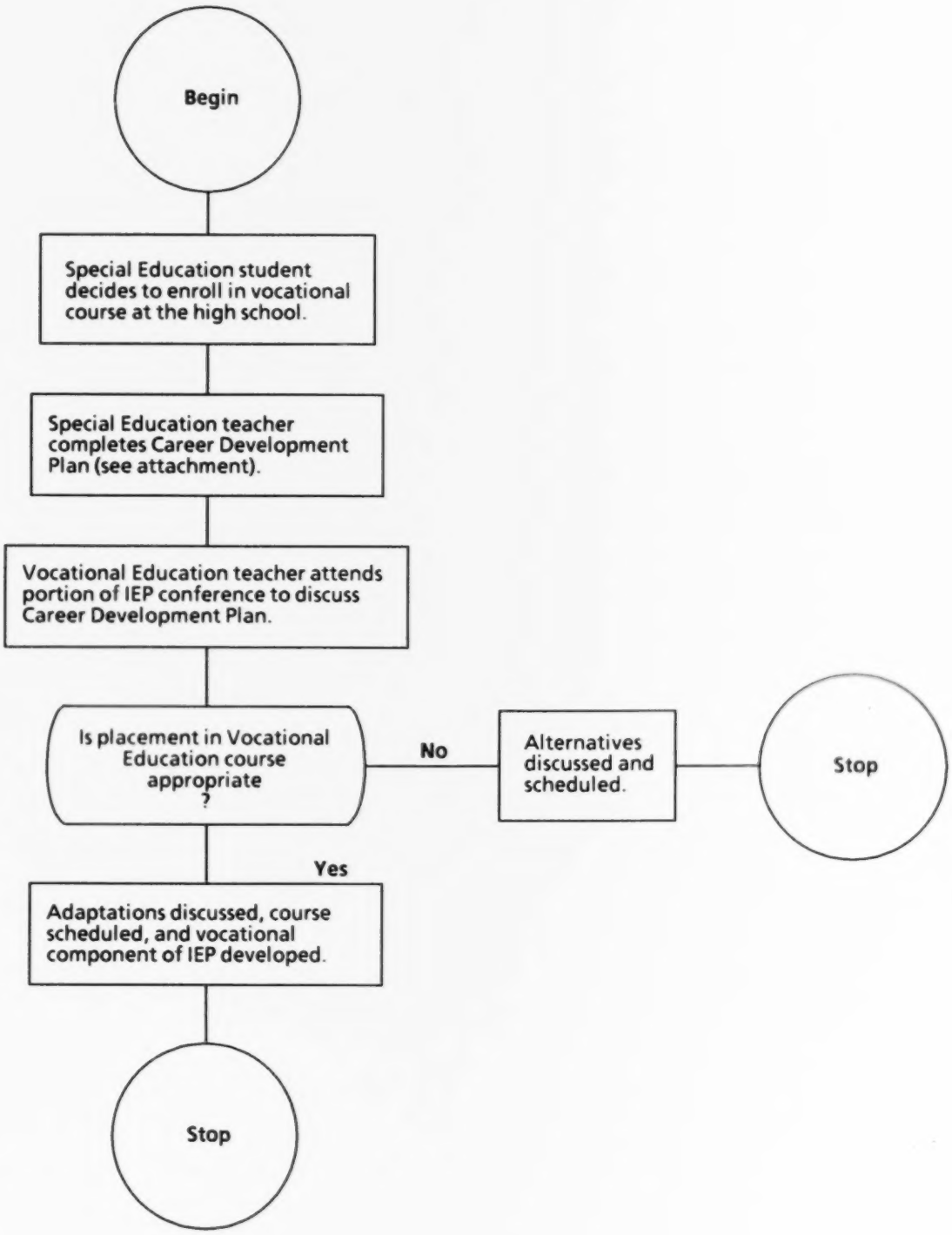
Signatures

Principal _____ **Counselor** _____

Vocational Teacher _____ **Other** _____

Special Education Teacher _____ **Parent or Guardian** _____

Date Completed _____ **Date Revised** _____


Begin
Special Education student decides to enroll in vocational course at the high school.
Special Education teacher completes Career Development Plan (see attachment).
Vocational Education teacher attends portion of IEP conference to discuss Career Development Plan.
Is placement in Vocational Education course appropriate ?
No
Alternatives discussed and scheduled.
Stop
Yes
Adaptations discussed, course scheduled, and vocational component of IEP developed.
Stop

Career Development Plan for the Handicapped and flow chart were developed by Dr. Bruce Menchetti, Vocational Education Consultant for the Handicapped, the School District of Greenville County.

Student Interview
Vocational Assessment

Date: _____

Name_____ **School**_____

Age_____ **Grade** _____ **Birthdate** _____ **Homeroom** _____

Interests And Activities:

1. What do you like to do most when you are not working or going to school?

   Sports?_____ **Clubs? Organizations?** _____ **Hobbies?**_____

2. Do you have any jobs at home?_____ What?_____

   _____

3. What job(s) do you think you would like to do and would be good at doing?

   _____ Why?_____

   _____

Educational Interests:

4. Would you like to enroll in a vocational program? _____ Which one?_____

5. Have you had any previous work training? _____ What?_____

   _____

6. What do you plan to do after high school?

   College
   Military Service
   Trade School

   Employment-Type of Job? _____

   Other_____

Occupational And Career Awareness:

7. What do employers look for when they hire someone? _____

   _____

8. What are some reasons people get fired from jobs: _____

   _____

9. What would an employer like about you? _____

   _____ Not like? _____

Student's Attitude and Self-Knowledge:

	Most Of The Time	Sometimes	Never
1. Dependable			
2. Punctual			
3. Patient			
4. Even-tempered			
5. Completes tasks			
6. Well-groomed			
7. Likes to work with others			
8. Likes to work alone			
9. Likes to learn something new			
10. Does daily chores/handles responsibilities at home			

Student's Preferred Working Conditions: (Check the responses for each number that best describes the student).

1.___Indoors	___Outdoors	___Both
2.___With people	___With things	___With ideas
3.___Moving around	___Sitting/standing still	___Both
4.___Busy place	___Quiet place	___Both
5.___Wear uniforn	___Dress clothes	___Casual clothes
6.___Same task	___Different tasks	___Both
7.___Unskilled	___Semi-skilled	___Skilled
8.___Supervised	___Unsupervised	___Both
9.___Dirty	___Neat & Clean	___Both
10.___One place	___Travel	___Both
11.___Daytime	___Nighttime	___Both
12.___Around Danger	___Safe place	___Both

Comments:

Resource Teacher:

The Student Interview Form was developed by Paula Dana, resource teacher at Darlington Area Vocational Center, the School District of Darlington County.

Teacher Interview
Vocational Assessment

Student's Name _____ **School** _____

Teacher _____ **Date** _____

Taught Student _____ **In Grade** _____
(Subject)

I. **Personal Characteristics** - Related to work attitudes (check one)	Most of the Time	Some of the Time	Never
A. Appearance - Cleanliness of body, clothing, shoes; appropriate grooming-- hair, make-up, shave, etc.	☐	☐	☐
B. Personal Habits and Manners - Appropriate use of manners. Does not interrupt others. Does not use loud or profane language.	☐	☐	☐
C. Attitude - Shows interest and enthusiasm for an assigned task. Accepts direction. Demonstrates interest and initiative and enthusiasm. Stays on task.	☐	☐	☐
D. Industriousness - Demonstrates interest and initiative and enthusiasm. Stays on task.	☐	☐	☐
E. Effort - Works to the best of ability. Applies self to task at hand. Is cooperative, interested.	☐	☐	☐
F. Self-criticism - Realistically views own ability to do task; can see own shortcomings makes effort to improve.	☐	☐	☐
G. Criticism from Others - Accepts realistic criticism from peers and supervisors; attempts to improve. Wants to improve on required tasks.	☐	☐	☐
H. Self-concept - Feels good about self. Is realistic about personal strengths and weaknesses. Is self-confident; does not dwell on disabilities but tries to maximize strengths.	☐	☐	☐
I. Punctuality - Arrives on time for class and from breaks. Is on time for appointments.	☐	☐	☐
J. Attendance - Has appropriate attendance record.	☐	☐	☐

II. **Interpersonal - Skills** (check one)	Most of the Time	Some of the Time	Never
A. Social Skills-Personal - Pleasant, outgoing, friendly; has characteristics which help the student to be more acceptable to fellow workers/students.	☐	☐	☐
B. Worker-Relationships - Ability to get along, fraternize, converse, integrate with teacher/supervisor on a respectful plane.	☐	☐	☐
C. Cooperation-Attitude - Ability to work with others. Recognizes necessity of cooperation.	☐	☐	☐
D. Cooperation-Performance - Able to perform as a member of a team effort; works smoothly with others; cooperates with others.	☐	☐	☐
E. General Activity Level - Degree of excitability, motion, tenseness obvious most of the time. Ability to control actions within normal limits.	☐	☐	☐
F. Calmness with Change - Ability to accept changes in situation without becoming upset. Able to take directions, reprimands, suggestions without losing temper or showing emotional outburst or decrease in work production.	☐	☐	☐
G. Attention - Always pays close attention to work and directions. Ability to center attention toward the teacher or supervisor.	☐	☐	☐

Communication Skills

(check boxes)

A. Speech - (volume) soft ☐ moderate ☐ loud ☐

(understandability) good ☐ poor ☐ covers mouth with hand ☐

low volume ☐

B. Eye Contact - generally present ☐ speech impediment ☐

occasionally ☐

hardly ever ☐

none ☐

C. Comprehension of Language - (understanding) good ☐

average ☐

poor ☐

The Teacher Interview Form was developed by Paula Dana.

Training Analysis Form

Date: _____

Phone#: _____ Planning Period: _____ or Best Times to Phone: _____

Vocational Program: _____ Course(s) Taught _____ Level(s) Taught _____

Goal(s) of Program: _____

Instructor: _____ School: _____

I. **Entrance Criteria**

A. **Physical Skills:** Check the minimal physical skills that are required for entrance into your program and describe the modifications which could be made to accommodate a physically handicapped student.

*Analyst may assist in providing this information if it is not available.

Skill	Description of Required Abilities	Modification
walking:	_____	_____
pushing/pulling: (# of pounds)	_____	_____
standing:	_____	_____
crouching:	_____	_____
lifting: (# of pounds)	_____	_____
kneeling:	_____	_____
carrying: (# of pounds)	_____	_____
stooping:	_____	_____
bending:	_____	_____
reaching:	_____	_____
manual dexterity:	_____	_____
finger dexterity:	_____	_____
climbing balancing with whole body:	_____	_____

Skill	Description of Required Abilities	Modification
eye-hand coordination:		
eye-hand-foot coordination:		
manual/bi-manual coordination in spaces hidden from vision:		
form perception (observing detail in objects or drawings, noticing differences in shapes or shadings):		
color discrimination:		
spatial perception/relationships (looking at one or two dimensional drawings and framing mental images of them in three dimensions: height, width, depth:		

B. **Educational Skills:** Describe the minimal academic skills that are required for entrance into your program and the modifications which could be made in teaching to accommodate students with lower skill levels.

Skill	Description of Required Abilities	Modification
math:		
reading:		
language:		
measurement: (types of measurement)		

C. **Vocational Skills:** Describe type--the basic knowledge and use of tools that are required for entrance into your program.

Describe the safety rules and tests that must be followed and passed for entrance into your program.

Describe the most critical work behaviors that must be followed for entrance into your program.

II. **Teaching Techniques:** Check the teaching techniques which you use in your program and list how they could be modified for the needs of a handicapped or disadvantaged student.

Technique	Percentage of Time Used	Modification(s)
____ lectures/verbal	_____	_____
____ diagrams	_____	_____
____ audio-visuals	_____	_____
____ small group projects	_____	_____
____ blueprints	_____	_____
____ discussions	_____	_____
____ demonstrations	_____	_____
____ written ditto/worksheets	_____	_____
____ charts/tables	_____	_____
____ guages	_____	_____
____ other	_____	_____

Must all students in your program proceed at the same pace?

Yes ____ No ____ *Suggested Modifications: _____

Do you use a textbook(s) in your course? Yes ____ No ____

Reading level*

Please list the texts used: _____ _____

_____ _____

_____ _____

_____ _____

Must students use and learn a "code" in your program (e.g., Electrician's Code, Plumber's Code, etc.)?

Yes ____ No ____

Reading level* _____

III. List examples of competencies students will be tested on for grading purposes.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

How will students be tested?

Modifications you use*

____ Oral	_____
____ Demonstration	_____
____ Written	_____
____ Blueprints	_____
____ Other_____	_____

What percentage of time will students spend

in classroom with theory? _____

in shop with "hands on?" _____

in the community on class "jobs?" _____

in work experience? _____

IV. What competencies must students master in order to successfully complete this training program?

Manual Skills: (Give Examples.)

_____	_____
_____	_____
_____	_____
_____	_____

Reading Skills:

_____	_____
_____	_____
_____	_____
_____	_____

Math Skills:

_____ _____

_____ _____

_____ _____

_____ _____

Written Skills:

_____ _____

_____ _____

_____ _____

_____ _____

Work Behavior:

_____ _____

_____ _____

_____ _____

_____ _____

V. What support services or materials would you need to help disadvantaged or handicapped students succeed in your program?

_____

_____

Other Comments: _____

_____

Person doing analysis: _____

(Leconte, 1985)

Adapted from: **Vocational Assessment: An Implementation Manual for Students with Special Needs.** Occupational Curriculum Laboratory, East Texas State University, Commerce, TX, 1982, and from: Vocational Training Analysis adapted by Nancy Scott, Bob McClung, Frances G. Smith, Virginia Public Schools.

Training Analysis Form

Vocational Program: _____

Instructor: _____ Interviewer: _____

Date: _____

Occupational goals of program: _____

_____

_____

Potential adaptations of occupational goals: _____

_____

_____

List and describe the main learning activities and tasks in the curriculum:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

List the tools most frequently used in your occupational field and in your classroom training. Check how frequently they are used.

Tools	Frequency of use:	90 + %	67-89%	34-66%	11-33%	10% or less

List the materials most frequently used in your occupational field and in your classroom training. Check how frequently they are used.

List the primary skills, behaviors, and abilities that you feel students need when they enter your program. Asterisk (*) those that are most important. List examples.

Motivation, interests, attitudes

Describe the importance of motivation, interest in this occupational field as a job goal, and awareness of careers related to the vocational program.

_____

_____

_____

_____

_____

_____

Educational skills: What minimal academic skills are required? What modifications could be made in teaching techniques to allow lower skill levels?

Skills Description	Adaptation
Math: _____	_____
_____	_____
Reading: _____	_____
_____	_____
Written Language: _____	_____
_____	_____
Verbal Language: _____	_____
_____	_____

Equipment skills: What tools or equipment should a student be able to identify or use prior to entry into the program? What modifications might change these requirements?

Skills Description	Adaptation
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Motivation, interests, attitudes

Describe the importance of motivation, interest in this occupational field as a job goal, and awareness of careers related to the vocational program.

_____

_____

_____

_____

_____

_____

Educational skills: What minimal academic skills are required? What modifications could be made in teaching techniques to allow lower skill levels?

Skills Description	Adaptation
Math: _____	_____
_____	_____
Reading: _____	_____
_____	_____
Written Language: _____	_____
_____	_____
Verbal Language: _____	_____
_____	_____

Equipment skills: What tools or equipment should a student be able to identify or use prior to entry into the program? What modifications might change these requirements?

Skills Description	Adaptation
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Study and work behaviors: What are important and minimal behaviors required? (This includes safety behaviors.) What potential support services could modify these requirements?

Behavior Description	Adaptation

Physical skills: What physical skills and abilities are normally required in the vocational classroom? Provide examples. What adaptions could be used to modify these requirements?

Skills Description	Adaptation
Walking:	
Standing:	
Lifting:	
Carrying:	
Bending:	
Fine-motor:	
Speech:	
Sight:	
Hearing:	

Teaching techniques used. Which teaching techniques do you use? How could you modify these for the needs of a specific student?

Technique	Adaptation
____ lecture: _____	_____
____ small group project: _____	_____
_____	_____
____ demonstration: _____	_____
_____	_____
____ study text: _____	_____
____ grade level: _____	_____
____ individual projects: _____	_____
_____	_____
____ Other_____	_____

Must all students proceed at the same pace? ____ Yes ____ No

Suggested modifications _____

_____

What major problems or barriers exist in having handicapped students in your program? _____

_____

_____

_____

_____

What support services or materials would you need to help handicapped students succeed in your program?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Evaluation of Student Progress

Date: _____

Student's Name: _____

Base High School: _____

Grade: (Circle One) 10 11 12

Subject: _____

Teacher: _____

No. of Absences (this 9 weeks): _____

No. of Tardies (this 9 weeks): _____

Attitude:
Getting along with Peers

- Good _____
- Average _____
- Poor _____
- Indifferent _____

Getting along with Teachers

- Good _____
- Average _____
- Poor _____
- Indifferent _____

Is Able To Concentrate:

Yes _____ No _____

Needs to Improve _____

Participates In Class Activities:

Yes _____ No _____

Needs to Improve _____

Progress Rate:

- Satisfactory _____
- Needs to Improve _____
- Unsatisfactory _____

Follows Classroom Rules:

Yes _____ No _____

Needs to Improve _____

Uses Safe Work Habits:

Yes _____ No _____

If I Gave A Grade Today, It Would Be:

Related (Circle one): A B C D F
Shop (Circle one): A B C D F

Assignments This Student Needs Help With

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Additional Comments:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Progress Report

Student's Name _____ Grade _____ Home School _____

Homeroom _____

Course _____

Course Instructor _____ Resource Instructor _____

Reason for referral:

Objectives:

Procedure, Method, Materials:

Evaluation Criteria:

Total Time Required:

Instruction in the: Learning Lab _____ , or Shop _____

Evaluation Form

TO: Special Education Teacher _____

FROM: Vocational Instructor _____

RE: Student Status Report for Nine (9) Weeks (1) ____ (2) ____ (3) ____ (4) ____

Student's Name _____ Grade for this period _____

Home School _____ Grade/Homeroom _____

Vocational Course _____

Rating (Adequate + Inadequate 0):

1. Attendance _____
2. Attentiveness _____
3. Positive Attitude _____
4. Effort Shown _____
5. Interest Shown _____
6. Shop Work Quality _____
7. Job Related Acacemics _____ (reading and math work required by the vocational course)

COMMENTS (on each inadequate rating indicated above):

What support services or materials would you need to help handicapped students succeed in your program?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

I request a meeting with you to further discuss this student/report. Yes ____ No ____

_____ _____

Vocational Instructor Date

GRADE SHEET

Student's Name _____

Course _____

1	2	Semester Average	3	4	Semester Average	Yearly Average

Unit(s)_____

The Evaluation Form was developed by Paula Dana.

Area of Concentration for Lab Assistance

Student Name: _____ Vocational program: _____

Textbook assignment: _____

_____

Tests:

Material Covered: _____

_____

Expected date of test: _____

_____

Hands-on projects:

Expected period of instruction: _____

Demonstration time: _____

Specific weakness shown: _____

_____

_____

_____

_____

Additional comments: _____

_____

_____

_____

_____

_____

Vocational teacher's signature

BIBLIOGRAPHY/RESOURCES

1. Policies for the development of written individualized education programs. Exceptional Children, 1977, 43(8), 554-555.

2. Texas Education Agency, "Vocational Assessment of Students With Special Needs: An Implementation Manual", 1982.

3. Uthe, Elaine F., "Assessment of Vocational Aptitude for the Handicapped", University of Kentucky, 1980.

4. Scott, N., McClung, B., Smith, F. G. "Vocational Training Analysis". Virginia Public Schools.

5. Occupational Curriculum Laboratory, East Texas University. Vocational Assessments: An Implementation Manual for Students with Special Needs, Commerce, Texas, 1982.

6. Vocational Assessment of Special Students: A Procedures Manual VOC-AIM, Starksville, MS.

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8. Teaching Special Needs Students. L. Allen Phelps, Len Albright, eds. Reprinted from Industrial Education, May 1978.

9. Guidance Counseling and Support Services for High School Students with Physical Disabilities. Technical Education Research Center, Cambridge, Massachusetts, 1977 (revised 1978).

10. Access: The Guide to a Better Life for Disabled Americans. Lilly Bruck. House, Inc. (David Abst Books), New York, 1978.

11. A Survey of Medicine and Medical Practice for the Rehabilitation Counselor. Jean Spencer Felton, M.D. U.S. Department of Health, Education and Welfare, Social and Rehabilitation Service, Rehabilitation Services Administration, Washington, D.C., 1966 (reprinted 1969).

12. Medical Information for Human Services Workers. Kenneth W. Hylbert. Counselor Education Press, State College, Pennsylvania, 1976.

13. An Illustrated Handbook of the Handicapped Section of the North Carolina State Building Code. Ronald L. Mace. The North Carolina Building Code Council and the North Carolina Department of Insurance, Raleigh, North Carolina, 1974.

14. Functional Aids for the Multiple Handicapped. Isabel P. Robinault, ed. Harper & Row, Hagerstown, Maryland, 1973.

15. National Center for Research in Vocational Education. Adult Career Counseling, "Resources for Program Planning and Development," Ohio State University, Columbus, OH, 1986.

Suggested Sources of Written and Audiovisual Materials

Bibliography of Secondary Materials for Teaching Handicapped Students. President's Committee on Employment of the Handicapped, Washington, D.C. 10010.

Vocational Education Resource Materials: Handicapped and Special Education 1972. Center for Studies in Vocational and Technical Education, University of Wisconsin--Madison, Wisconsin 53706.

Cedar Lakes Curriculum Laboratory, West Virginia

Individual Resource Centers at each school.

American Printing House for the Blind, 1938 Frankfort Avenue, Louisville, Kentucky 40206.

National Center on Media and Materials for the Education of the Handicapped, The Ohio State University, Columbus, Ohio 43210.

Sample Listing of Out-of-School Support Agencies

The following is a list of some National, State, Local, and School agencies providing services to persons with disabilities.

NATIONAL:

The Arthritis Foundation
National Easter Seal Society for Crippled Children and Adults
United Cerebral Palsy Association, Inc.
United Epilepsy Association
Rehabilitation Services Administration, Department of HEW
American Occupational Therapy Association
American Physical Therapy Association
Federation of the Handicapped
Institute of Physical Medicine and Rehabilitation
International Society for Rehabilitation of the Disabled
Muscular Dystrophy Association of America, Inc.
National Association of the Physically Handicapped, Inc.
National Committee for Careers in Vocational Rehabilitation
National Paraplegia Foundation
The National Safety Council
American Speech and Hearing Association
American Foundation for the Blind, Inc.
American Printing House for the Blind
American Coalition of Citizens with Disabilities
Better Hearing Institute
Blinded Veterans Association
Bureau of Community Health Services
Bureau of Education for the Handicapped
Clearinghouse on the Handicapped
Crippled Children Services
National Association of the Deaf
National Association of Concerned Veterans
National Council for Homemaker-Home Health Aid Services
Services for Crippled Children

STATE:

South Carolina Department of Education, Office of Vocational Education
South Carolina Department of Education, Office of Programs for the Handicapped
South Carolina Department of Education, Office of General Education
Department of Vocational Rehabilitation
Multiple Sclerosis Society
Spartanburg School for the Deaf and Blind
Veterans Administration

Department of Social Services
Department of Youth Services
Department of Health and Environmental Control

COUNTY OR LOCAL:

Mental Health Center
District Office--Vocational Rehabilitation
Adolescent Parent Program
Sheltered Workshops
Easter Seal
Art Therapy--Local Hospital
Community Action Agency
Speech Pathology--Local Hospital
County Chapter--Arthritis Foundation
County Council for Exceptional Children
County Heart Branch
County Chapter for Exceptional Children
County Chapter American Cancer Society
County or District Epilepsy League
County Association for Retarded Citizens
County Diabetic Association
County Muscular Distrophy Association
Center on Alcoholism and Drug Abuse
Family Services
Meals on Wheels
Human Growth Foundation
Personal Care Home Association
Lung Association
Speech and Hearing Center
Crippled Children's Services
Curriculum Improvement Center
Head Start
Preschool Project for Parent Understanding of Student Handicaps
Allergy Rehabilitation Foundation
Career and Personal Counseling Center
Vocational Rehabilitation Center
Cerebral Palsy Clinic
Early Intervention Center
County Epilepsy Association
March of Dimes
County Multiple Sclerosis Society
County Human Problems Center
County Aging Program
County Nutrition Program for the Elderly
Salvation Army

SCHOOLS:

Special Programs Director
Speech Therapist
Behavior Disorders Personnel
Learning Disabilities Personnel
Homebound Program Teachers for Physically Handicapped
School Psychologist
Teachers of Mentally Retarded Students
Teachers of Gifted Students
Audiologist
Teachers of Hearing Impaired Students
Teachers of Visually Impaired Students